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ABSTRACT

This evaluation of the Institute on Interethnic Aspects of Public School Education in West Virginia consisted of two district procedures. The first was intended to evaluate the effectiveness of the program in terms of the change occurring in the participants as perceived by the participants themselves. This was done by a pre- and post-program questionnaire. The second evaluation technique was intended to measure the success of the Institute in terms of the action produced at the back-home level. This was done by asking the participants to plan and reduce to writing action programs for their local school systems prior to leaving the program. The participants were then called back to evaluate the progress of the action plans. The report concludes that the greatest change occurred in knowledge of procedures, while less change in racial attitudes occurred. However, favorable attitudes towards desegregated education increased. As for the action-plan evaluation, exactly how many actually made headway is not noted. [Not available in hard copy due to marginal legibility of the original document.] (Author/JW)

ED047024

EVALUATION

INSTITUTE ON INTERETHNIC ASPECTS

of

PUBLIC SCHOOL EDUCATION

in

WEST VIRGINIA

Conducted at

West Virginia Wesleyan College

UD010946

Submitted by
Dr. Albin R. Gilbert

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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by
John B. Himelrick, Sr.
Assistant Superintendent of Administration
West Virginia Department of Education

EVALUATION

Mr. John B. Himelrick, Sr., Assistant Superintendent of Administration, West Virginia Department of Education, was the appointed contractual director of evaluation of the institute.

Only the general research design for the evaluation procedure had been discussed with him immediately after the summer institute, 1969. The main procedure was to be an analysis of the individual responses of participants by the procedure of "content analysis."

Mr. Himelrick's evaluation report was not turned in until after the enclosed technical report had been finished. Therefore, the report is herewith enclosed separately, but should be considered as an integral part of the final report.

OE-5140 (REV. 2/67)

BUDGET BUREAU NO. 51-R0621
APPROVAL EXPIRES 6/30/71

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FINANCE BRANCH

MONTHLY/QUARTERLY REPORT OF DISBURSEMENTS OF FEDERAL CASH

INSTRUCTIONS: Please complete and submit two copies of this report by the 10th day of each month following report period. (See Reverse Side)

1. REPORT FOR PERIOD ENDING: April 30, 1970

3. NAME OF PROGRAM: A One-Year Program for Updating Inter-Ethnic Aspects of Public School Education In W. Va. and for Strengthening Community Supports in Regard to T. E. O.

2. CONTRACT OR GRANT NUMBER: OEG-3-9-000374-0026(036)

4. NAME AND ADDRESS OF CONTRACTOR OR GRANTEE:

West Virginia Wesleyan College
Buckhannon, West Virginia 26201

DISBURSEMENT ITEMS	AMOUNT OF DISBURSEMENTS
5. Disbursements of Federal cash previously reported	$ 58,220.35
6. Disbursements of Federal cash for current reporting period	3,130.73
7. Federal cash on hand at end of current reporting period	-0-
8. (Federal cash accounted for) TOTAL	$ 61,351.08

9. REMARKS:

Final Report. Amount Due West Virginia Wesleyan College:

Amount Spent	$61,351.08
Cash Advanced	58,886.10
Amount Due	$ 2,464.98

10. SUBMITTED BY: *(Type name and title)*

Dr. Albin R. Gilbert, Director

11. SIGNATURE OF REPORTING OFFICIAL: Albin R. Gilbert

12. DATE: April 30, 1970

Detailed Financial Report

Final

OEG-3-9-000374-0026(036)

Compensation for Personal Services:		
Budgeted	$24,095.00	
Transferred From 10-day Institute	1,543.36	
Total Available	25,638.36	
Amount Unexpended	-0-	
Total Spent		$25,638.36
Stipends:		
Ten-day Conference:		
Budgeted	$24,750.00	
Transferred to Printing	850.00	
Transferred to Direct Costs	1,543.36	
Total Available	22,356.64	
Amount Unexpended	925.35	
Total Spent		21,431.29
Two-day Institute:		
Budgeted	$ 420.00	
Amount Unexpended	143.04	
Total Spent		276.96
One-day Liaison:		
Budgeted	$ 2,475.00	
Transferred to Supplies & Materials	228.25	
Total Available	2,246.75	
Amount Unexpended	1,042.79	
Total Spent		1,203.96
Employee & Service Benefits:		
Budgeted	$ 640.00	
Amount Unexpended	-0-	
Total Spent		640.00
Supplies & Materials:		
Budgeted	414.00	
Transferred from One-day Liaison	$ 228.25	
Total Available	642.25	
Amount Unexpended	-0-	
Total Spent		642.25

Travel:

Ten-day Conference:		
Budgeted	$ 2,653.00	
Amount Unexpended	491.34	
Total Spent		2,161.66
Consultants:		
Budgeted	$ 800.00	
Transferred to Director & Ass't Director	129.46	
Total Available	670.54	
Amount Unexpended	-0-	
Total Spent		670.54
Director & Assistant Director		
Budgeted	$ 800.00	
Transferred from Consultants	129.46	
Total Available	929.46	
Amount Unexpended	38.46	
Total Spent		891.00
Two-day Conference:		
Budgeted	$ 225.00	
Amount Unexpended	89.46	
Total Spent		135.54
One-day Liaison:		
Budgeted	$ 1,485.00	
Amount Unexpended	981.83	
Total Spent		503.17

Communications:

Budgeted	$ 650.00	
Amount Unexpended	.09	
Total Spent		649.91

Printing:

Budgeted	$ 500.00	
Transferred from 10-day Stipends	850.00	
Total Available	1,350.00	
Amount Unexpended	135.75	
Total Spent		1,214.25

Transportations:

Budgeted	$ 75.00	
Amount Unexpended	9.70	
Total Spent		65.30

Services:

Budgeted	$ 100.00	
Amount Unexpended	5.00	
Total Spent		95.00

Other:

Budgeted	$ 500.00	
Amount Unexpended	215.11	
Total Spent		284.89

Indirect Costs:

Budgeted	$ 4,847.00	
Amount Unexpended	-0-	
Total Spent		4,847.00

SUMMARY:

Total Budget	$65,429.00
Expenditures	61,351.08
Unexpended	$ 4,077.92
Cash Advanced	$58,886.10
Expended	61,351.08
Amount Due From Federal Gov't	$ 2,464.98

EVALUATION

I. GENERAL INTRODUCTION

The proposed evaluation of the Institute consisted of two distinct procedures. The first of these techniques was intended to evaluate the effectiveness of the Institute in terms of the change occurring in the participants in the Institute as perceived by the participants themselves. This evaluation consisted of a pre and post-institute questionnaire (see attached copies) executed by each participant, immediately preceeding and following the Institute. Three general areas of potential change in the participants were explored. These were:

1. Attitude toward interethnic/integrated education.
2. Awareness of subtle prejudice or discrimination toward identifiable ethnic groups in schools.
3. Knowledge of resources, both human and physical, available for use in the area of interethnic education efforts.

The second technique was intended to measure the success of the Institute in terms of the action produced at the back-home level which could be directly related to the Institute. This evaluation consisted of asking the participants to plan and reduce to writing, action programs for their local school systems prior to leaving the Institute. They were then called back for a reporting session in January of 1970 to evaluate the progress of the action plans.

II. PRE AND POST-INSTITUTE EVALUATION

A total of seven questions were asked on the pre and post-institute forms. Only three of the questions were analyzed in this report. One question in each of the three areas -- attitude, awareness and knowledge -- was selected at random for analysis in the belief that little additional insight would have been

gained by utilizing all of the questions. A total of 137 participants compiled both the pre and post-institute instruments.

Two readers were utilized, each working independent of the other, and the results were compared in assigning values to the responses of participants.

A brief report of the results is presented below.

A. ATTITUDINAL CHANGES INDICATED

Question number one was analyzed in attempting to determine the changes in attitudes toward interethnic/integrated education which may have taken place in the participants as perceived by the participants.

Values were assigned to the responses by two readers and compared for a composite value assignment. Question number one reads as follows:

"What educational and social effects on children do you see resulting from integrated educational experiences? Consider both minority and majority groups."

The responses were content analyzed to determine the respondent's attitude toward interethnic/integrated education and were assigned one of the following values:

a. strongly approve
b. approve
c. neutral or ambivalent
d. disapprove
e. strongly disapprove

Table I illustrates the distribution of attitudes as perceived by the participants both on the pre and post-institute instruments.

TABLE I
Attitude Toward Interethnic/Integrated Education

	PRE		POST	
	No.	%	No.	%
a. Strongly approve	13	9.5	30	21.9
b. Approve	40	29.2	82	59.9
c. Neutral or Ambivalent	74	54.0	24	17.5
d. Disapprove	9	6.6	1	.7
e. Strongly Disapprove	1	.7	0	.0
TOTAL	137	100	137	100

The number who perceived themselves on the post-evaluation as "strongly approving" of interethnic/integrated education showed an increase of 12.4 percentage points from the pre-evaluation. An increase of 30.7 percentage points occurred in the "approve" category from pre to post evaluation.

These figures, of course, suggests a decided increase in self-perceived approval of interethnic/integrated education on the part of the participants.

An additional significant factor appears in the category of neutral or ambivalent. The pre-evaluation indicated that 54.0 percent of the participants viewed themselves as having neutral or mixed feelings concerning interethnic/integrated education. This figure declined in the past evaluation instrument to 17.5 percent or a decrease of 36.5 percentage points. This would indicate the acquisition of a definite attitude and the previously mentioned changes indicate that attitudes acquired were of a positive nature.

A second method utilized in comparing the pre and post-evaluation results was illustrated in Table II.

TABLE II
Degree of Change in Attitude Toward Interethnic/Integrated Education

Number of Participants	No Change	Negative Change		Positive Change		
		1 Degree	2 Degrees	1 Degree	2 Degrees	3 Degrees
137	51	10	1	55	19	1

In this table the results of the pre and post-evaluation were compared in terms of degrees of change. A degree of change was considered to have occurred when the participants response on the post-institute instrument was assigned a value one letter higher or lower than that assigned on the pre-institute instrument. Moving from a lower to a higher letter (e.g., C to B) constituted a positive change, from a higher to a lower letter (e.g., B to C) a negative change.

Of the 137 participants completing the evaluation instrument, fifty-one, or almost thirty percent, did not perceive themselves as having changed their

attitude toward interethnic/integrated education.

The remaining eighty-six indicated by their answers attitudinal changes. A total of eleven persons underwent negative attitudinal changes, ten changing one degree and one changing two degrees. Positive changes were more in evidence with fifty-five showing positive attitudinal changes of one degree, nineteen of two degrees, and one of three degrees.

The evidence presented in Table I and Table II suggested that considerable positive changes occurred in the self-perceived attitudes of the participants toward interethnic/integration.

B. CHANGES IN AWARENESS

Responses to question five were analyzed to determine the awareness on the part of the respondent of subtle prejudice or discrimination. Responses were analyzed and assigned one of these values:

a. considerable awareness
b. limited awareness
c. little or no awareness

Table III depicts the results of this tabulation.

TABLE III
Awareness of Subtle Prejudice or Discrimination
Toward Identifiable Ethnic Groups in Schools

	PRE		POST	
	No.	%	No.	%
a. Considerable Awareness	8	5.9	14	10.2
b. Limited Awareness	48	35.0	63	46.0
c. Little or no Awareness	81	59.1	60	43.8
TOTAL	137	100	137	100

Slightly over fifty-five percent of the respondents indicated by their answers on the pre-institute instrument that they had "little or no awareness" of subtle forms of prejudice and discrimination. That figure declined only about fifteen percentage points on the post-institute instrument to approximately forty-four percent. The same relative stability in awareness was indicated in

those showing "limited awareness" by an increase of only eleven percentage points in that category and a similar condition in the "considerable awareness" category with an increase of slightly over four percentage points.

Minimum degrees of change in awareness was indicated by the data presented in Table IV.

TABLE IV
Degree of Change in Awareness of Subtle Prejudice or Discrimination Toward Identifiable Ethnic Groups in Schools

Number of Participants	No Change	Negative Change		Positive Change	
		1 Degree	2 Degrees	1 Degree	2 Degrees
137	77	16	-	40	4

A total of seventy-seven respondents showed no change between pre and post-institute replies in their awareness of subtle prejudice or discrimination." This number constitutes over fifty-six percent of the total group. Of the remaining number, forty-four indicated positive changes occurring in their awareness and sixteen indicated less awareness on the post-institute instrument than on the pre-institute form.

C. CHANGES OCCURRING IN KNOWLEDGE

Question six was designed to measure the knowledge of the respondents as to the resources available for use in the area of interethnic education. Question six read as follows: "What curricular offerings, instructional techniques, and instructional resources (both physical and human) are you aware of in the area of interethnic education?"

The responses to this question were analyzed and assigned to one of the following three categories:

a. considerable knowledge
b. limited knowledge
c. little or no knowledge

Table V pictures the results of this tabulation.

TABLE V

Knowledge of Resources Available for Use in Interethnic Education

	PRE		POST	
	No.	%	No.	%
a. Considerable Knowledge	19	13.9	90	65.7
b. Limited Knowledge	38	27.7	34	24.8
c. Little or no Knowledge	80	58.4	13	9.5
TOTAL	137	100	137	100

Dramatic changes in knowledge of resources available appear in data set out in Table V. Eighty, or over fifty-eight percent, of the respondents were judged as having "little or no knowledge" on the pre-institute form and this number was reduced to thirteen, or about nine and one-half percent, on the post-institute form. This constitutes a difference of approximately forty-nine percentage points.

The same magnitude of change occurred in the category of "considerable knowledge", but in reverse. Only nineteen, or approximately fourteen percent, of the respondents were rated as having "considerable knowledge" on the basis of the pre-institute instrument. The post-institute instrument analysis, on the other hand, assigned ninety, or approximately sixty-six percent, of the respondents to the "considerable knowledge" category.

Table VI, which appears below, also bears out the positive changes which occurred in the "knowledge of resources" category.

TABLE VI

Degree of Change in Knowledge of Resources Available for Use in Interethnic Education

Number of Participants	No Change	Negative Change		Positive Change	
		1 Degree	2 Degrees	1 Degree	2 Degrees
137	33	3	-	59	42

Only thirty-three of the total of 137 participants appear to have undergone no change in "knowledge" according to Table VI above. Negative change was also very low, only three respondents indicating less knowledge. On the other hand,

a total of 101 respondents were credited with positive change in "knowledge." Of these, fifty-nine showed a change of one degree and forty-two showed changes of two degrees.

SUMMARY

The data presented in Tables I - VI indicated that considerable self-perceived change occurred in the participants knowledge of resources available for use in interethnic education, (Tables V and VI); a moderate amount of self-perceived change occurred in the participants attitude toward interethnic/integrated education, (Tables I and II); and comparatively little self-perceived change occurred in the area of awareness on the part of the participants of the existance of subtle forms of prejudice and discrimination toward identifiable ethnic groups in the schools.

CONCLUSIONS

A typical pattern emerged here in that the greatest change occurred in the area of making people knowledgeable about concrete objects and procedures and lesser amount of change occurred in the abstract attitudes held by the participants and in their awareness of subtle acts of prejudice and discrimination.

The remarkable degree of success which was evident in the area of increasing the participants knowledge of available resources in interethnic education can be attributed in part to the following factors. The consultants utilized in the Institute were themselves excellent resource people. They also relied heavily on the use of varied resources in their presentation and some of the presentations were descriptions of efforts to identify, develop and utilize multiple resources in interethnic education efforts.

Thus the "knowledge" level of the participants was significantly raised in this particular area.

The second greatest amount of change occurred in the self-perceived attitudes of the participants toward interethnic/integrated education. The striking change in self-perceived attitude, indicated by the number of "neutral or ambivalent" attitudes dropping from seventy-four on the pre-institute survey to twenty-four on the post-instrument survey, was attributed to several factors. The positive attitude of the consultants, no doubt, carried considerable weight. Also stressed during the Institute, and evidenced in the evaluation remarks of respondents, was the broadened concept of interethnic education.

The least amount of self-perceived change occurred in the area of awareness on the part of participants of subtle forms of prejudice and discrimination. Many of the counties in West Virginia have no readily identifiable (e.g., skin color, ghetto dweller) ethnic groups. Thus, there are no discrete groups to react to existing subtle forms of prejudice and much of what may well exist tends not to surface.

In each of the areas measured -- "knowledge", "attitude", and "awareness" -- positive change of a magnitude to be considered significant occur and the Institute can be said to have been highly successful in relation to these goals.

VII. EVALUATION OF BACK-HOME ACTION PLANS

Back-home action plans were prepared by thirty-two counties represented at the Institute. However, only twenty-three counties were represented at the evaluation session in January resulting in the inclusion of a total of sixty-seven plans in the evaluation. A copy of the evaluation form used is attached.

The action plans were designed for various organizational levels and were aimed at specific target groups. Table VII pictures the distribution of plans by organizational level.

TABLE VII.
Organizational Level of Proposed Action

Total Plans	Classroom	School	County	Multi-County State	Other
67*	9	23	34	8	0

*Some plans were designed for multi-organizational levels.

Table VIII illustrates the distribution of plans according to primary target groups.

Plans were divided into four categories for the evaluation. These categories were based on the stages of completion of the actio.. plans as follows:

a. Action has been completed
b. Action is presently being carried out
c. Action has not been undertaken as yet
d. Action has been abandoned

TABLE VIII.
Primary Groups to be Reached by Proposed Action

Total Plans	Pupils	Teachers	Total School Administrators	Community	Other
67*	35	47	20	24	11	4

*Some plans were aimed at multiple groups.

A. COMPLETED PLANS

Nineteen plans were reported completed. Of these, ten were rated as being very successful, eight as being moderately successful and one as being marginally successful.

In assessing the factors which attributed to the success of the completed action, sixteen of the evaluating teams suggested support by superiors. thirteen mentioned availability of resources, ten mentioned enthusiasm of Institute participants and nine listed positive attitudes of the target groups.

Inhibiting factors, as might be expected, were few with lack of resources (three) being the major inhibition.

Table IX lists the number of persons directly reached by the back-home action.

TABLE IX.
Number of Persons Directly Reached
by Completed Action Plans

Total Plans Completed	Pupils	Teachers	Administrators	Community	Others
19	1450	986	88	0	12

B. PLANS UNDERWAY

Twenty-eight plans were listed as being in various stages of completion. Ten were in the beginning stage, sixteen partially completed and two in the final stage.

Support by superiors again topped the list of factors contributing to the success of the plans with twenty-one. Position attitudes of the target group was listed by fourteen evaluators, enthusiasm of Institute participants by thirteen and availability of resources by eleven.

The inhibiting factor most often mentioned by the evaluators was lack of resources. Nine offered this as a factor. Lack of support by superiors.

followed with four, lack of enthusiasm of Institute participants with three, and one saw negative attitudes on the part of the target group as an inhibiting force.

Table X. lists the number of persons to be directly reached by the plans now underway when they are completed.

TABLE X.
Number of Persons to be Reached
by Plans Currently Underway

Total Plans Underway	Pupils	Teachers	Administrators	Community	Others
28	10,025	777	72	65	51

C. PLANS NOT YET UNDERTAKEN

Seventeen plans were listed as not yet undertaken in the counties. Of course, one was listed as definitely planned for later implementation, fourteen were placed in the may be undertaken category and two were labeled as unlikely to be initiated.

Lack of support by superiors was listed by evaluators as the chief reason for plans not being implemented. This reason was listed nine times. Lack of resources was cited by five evaluators, lack of enthusiasm of Institute participants four times and negative attitudes of the target group once.

D. PLANS ABANDONED

Two plans were abandoned and lack of support by superiors was listed as cause in both cases.

SUMMARY

When the factors contributing to the success of the completed and underway plans are combined, they present the following picture.

TABLE XI.
Factors Contributing to Success of Completed and Underway Action

Combined Total Plans	Support by Superiors	Enthusiasm of Institute Participants	Positive Attitudes of Target Group	Availability of Resources
47	39	26	26	26

From this table it can be seen that support by superiors was viewed by the evaluators as the prime factor in the success of the plans. The remaining factors were given equal weight in contributing to the success of the plans.

Superintendents were specified most often in this category with principals and other administrators also listed.

The combined inhibiting factors add up as depicted in Table XII.

TABLE XII.
Factors Inhibiting Success of Completed, Underway and Intended Plans

Combined Total Plan	Lack of Support by Superiors	Lack of Enthusiasm by Institute Participants	Negative Attitudes of Target Group	Lack of Resources
61	8	3	3	12

Lack of resources was offered as the single greatest inhibitor to the plans. However, the open-end category marked "Other" was checked no less than ten times and the specified reasons seemed to center around lack of leadership and resources of various kinds.

In response to a question concerning the kinds of assistance needed beyond the local (county) level, the evaluators listed consultant services as the number one need. Materials such as books, films and other resources were high on the list of needs followed by an expressed need for basic data and technical assistance.

Perhaps the best single indicator of the success of the action plans can be found in the combined total of persons directly reached by action in the

area of interethnic education as a direct result of plans formulated at the institute and operated on the local level.

A total of 11,425 pupils have been, or will be directly involved in some activity in the area of interethnic education. Over 1,700 teachers, 160 administrators and approximately 100 other persons have been or will be likewise involved.

The nature of the action plans varied and ranged from rather simple and short term specific actions to extensive county wide plans. The secondary results of such plans can only be estimated.

It can be safely assumed that the results of the Institute on Interethnic Aspects of Public School Education will far outweigh the expenditures involved.

An awareness of the need for interethnic education in West Virginia was created by the Institute. The repercussions have been evident in numerous ways and it was the opinion of the evaluator that a real movement in interethnic education was generated which would have lasting effects on the quality of education in West Virginia.

ATTACHMENTS

INSTITUTE ON INTERETHNIC ASPECTS OF PUBLIC SCHOOL EDUCATION
June 22, 1969

Questionnaire

You are being asked to respond to several questions pertaining to interethnic education. This is a vital part of the Institute in which you have enrolled and we solicit your best effort in completing this form.

The questions which follow are open ended and we would like to urge you to respond as fully and freely as possible. If you need additional room don't hesitate to write on the back of a page. Style, spelling and form are not important. Your attitudes, feelings and insights are. Please share them with us freely. Legibility will help!

Answers will, of course, be kept strictly confidential and will not in any instance be identified with you.

Thank you.

Name_____

County or Agency_____

Position_____

1. What educational and social effects on children do you see resulting from integrated educational experiences? Consider both minority and majority groups.

2. Describe the current status of interethnic education in your school system and evaluate it as to quality and adequacy.

3. Describe the situation in your school system and community in relation to prejudicial attitudes on the part of ethnic or cultural groups toward one another.

4. How do you feel about the need for interethnic education in the public schools?

5. To what degree and in what ways do you see subtle forms of discrimination evidenced toward others by students, teachers and administrators in your school system?

6. What curricular offerings, instructional techniques and instructional resources (both physical and human) are you aware of in the area of inter-ethnic education?

7. What would you like to see done in your school system in the area of staffing, school reorganization or administrative changes in order to improve the inter-ethnic aspects of education?

INSTITUTE ON INTERETHNIC ASPECTS OF PUBLIC SCHOOL EDUCATION
July 2, 1969

Questionnaire

You are being asked again to respond to essentially the same questions that were asked of you at the beginning of this Institute. You did an excellent job of responding then. We are asking one more effort of you.

We hope that you will answer as fully and completely as time will allow. We would also remind you that style, spelling and form are not important but that your attitudes, feelings and insights are. Responses will be kept strictly confidential and will not be identified with your name.

Thank you.

Name_____

County or Agency_____

Position_____

1. What educational and social effects on children do you see resulting from integrated educational experiences? Consider both minority and majority groups.

2. Describe the current status of interethnic education in your school system and evaluate it as to quality and adequacy.

3. Describe the situation in your school system and community in relation to prejudicial attitudes on the part of ethnic or cultural groups toward one another.

4. How do you feel about the need for interethnic education in the public schools?

5. To what degree and in what ways do you see subtle forms of discrimination evidenced toward others by students, teachers and administrators in your school system?

6. What curricular offerings, instructional techniques and instructional resources (both physical and human) are you aware of in the area of interethnic education?

7. What would you like to see done in your school system in the area of staffing, school reorganization or administrative changes in order to improve the inter-ethnic aspects of education?

County_____
Number_____of_____

PROGRESS REPORT
ON
PROPOSED BACK HOME ACTION

I. Persons proposing action

	Name	Position		Name	Position
1.			16.		
2.			17.		
3.			18.		
4.			19.		
5.			20.		
6.			21.		
7.			22.		
8.			23.		
9.			24.		
10.			25.		
11.			26.		
12.			27.		
13.			28.		
14.			29.		
15.			30.		

II. Organizational level of proposed action

_____Classroom _____School _____County
_____Multi-County/State _____Other (Specify) _____

III. Primary groups to be reached by action

_____Pupils _____Teachers _____Total School _____Administrators
_____Community _____Others (Specify) _____

IV. Abstract of (proposed) (alternate) action (cross out inappropriate term).

V. Assessment of progress of (proposed) (alternate) action (cross out inappropriate term). Fill in only the section (A, B, C, or D) which best describes the status of the action.

A. ACTION HAS BEEN COMPLETED.

1. Degree of success (Check one)

___ very successful

___ moderately successful

___ marginally successful

2. What <u>factors</u> contributed to success of action (Check appropriate item/s)

___ a. Support by superiors (specify) _____

___ b. Enthusiasm of Institute participants

___ c. Positive attitudes of target group

___ d. Availability of resources (specify) _____

___ e. Other (specify) _____

3. What <u>factors</u> inhibited success of action (Check appropriate item/s)

___ a. Lack of support by superiors (specify) _____

___ b. Lack of enthusiasm of Institute participants

___ c. Negative attitudes of target group

___ d. Lack of resources (specify) _____

___ e. Other (specify) _____

4. Number of persons directly reached by the action (Fill in appropriate blank/s)

___ Pupils ___ Teachers ___ Others (specify _____

___ Administrators ___ Community

B. ACTION IS PRESENTLY BEING CARRIED OUT.

1. Action is (Check one)

___ in beginning stage

___ partially completed

___ in final stages

2. What <u>factors</u> seem to be contributing to success of action (Check appropriate item/s)

___ a. Support by superiors (specify) _____

___ b. Enthusiasm of Institute participants

___ c. Positive attitude of target group

___ d. Availability of resources

___ e. Other (specify) _____

3. What <u>factors</u> seem to be inhibiting success of the action (Check appropriate item/s)

___ a. Lack of support by superiors (specify) _____

___ b. Lack of enthusiasm of Institute participants

___ c. Negative attitudes of target group

___ d. Lack of resources (specify) _____

___ e. Other (specify) _____

4. Number of persons to be directly reached by action (Fill in appropriate blank/s)

___Pupils ___Teachers ___Administrators

___Community ___Others (specify) _____

C. ACTION HAS NOT BEEN UNDERTAKEN AS YET.

1. Action (check one)

___ a. is definitely planned for later

___ b. may be undertaken later

___ c. is unlikely to be initiated

2. Action has not been undertaken because of (Check appropriate item/s)

___ a. Lack of support by superiors (specify) _____

___ b. Lack of enthusiasm of Institute participants

___ c. Negative attitudes of target group

___ d. Lack of resources (specify) _____

___ e. Other (specify) _____

D. ACTION HAS BEEN ABANDONED.

Proposed action was abandoned because:

___ a. Lack of support by superiors

___ b. Lack of enthusiasm of Institute participants

___ c. Negative attitude of target group

___ d. Lack of resources (specify) _____

___ e. Other (specify) _____

VI. Additional information

A. What kinds of assistance beyond the local level would have been valuable to you in carrying out your back home action program?

___ Basic data dealing with interethnic education

___ Technical assistance (i.e., data analysis evaluation, planning, etc.)

___ Consultant services

___ Materials (i.e., films, books, resource materials, etc.)

___ Other (specify) _____

B. Has the study action manual, Updating Intergroup Education in Public Schools, which we sent to your county been used to date?

___ Yes

___ No

C. If answer to previous question is yes, in what way has it been used?

___ Read by participants

___ Used as basis for workshop, seminar, study groups, other action

D. Do you have any specific suggestions for improving the manual?

___ No

___ Yes (specify) _____